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INTERACTION OF SCHOOL AND FAMILY IN EDUCATION OF SCHOOL AGE CHILDREN

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Annonanion: The article considers the concept of physical education in the "family - school" system, which is a personality-oriented physical education, which allows you to optimally combine the interests of socially significant activities and a particular person by activating the mechanism of its socio-cultural attraction to the factors of physical education.

Keywords: children of primary school age, principles, formation, abilities, skills, cooperation, interaction.

Introduction. In a secondary educational institution, physical education acts as a pedagogical process aimed at improving the form and functions of the body of a growing personality, the formation of his motor skills, as well as the knowledge associated with them and the development of physical qualities.

It is well known that the effectiveness of physical education of junior schoolchildren largely depends on the level of interaction between the family and the school. Therefore, an important task of a secondary educational institution is to organize proper partnership between the family and the school in the education of primary school students [1, 2].

Since partnerships permeate all parts of the education and upbringing of a schoolchild, including physical education, based on modern psychological and pedagogical research by modern scientists, as well as the author, the main principles for enhancing partnerships between school and family in raising a child of primary school age are determined: the principle of natural conformity, openness, health-improving orientation, stimulation of physical activity, scientific character, collegiality, cooperation [3, 4, 5].

Natural conformity is a form of expression in relation to the individual as part of nature, relying on the talents and natural forces of a person, coordinating education and training with the natural stages of human development, and using natural means for its development. The principle of conformity to nature implies the organization of physical education of younger schoolchildren, taking into account their individual and age characteristics, character, qualities and abilities, social environment, traditions of education in the family [6, 7, 8].

The principle of openness implies the possibility of mutual discussion of the problems of physical education and the actions of the child himself. At the same time, teachers of an educational institution have the opportunity to actively contact families, learn and evaluate their educational opportunities, analyze and highlight the strengths and weaknesses of home physical education, determine the nature and extent of their methodological and practical assistance to parents in raising children [9, 10, 11] .

The principle of health-improving orientation lies in the formation of health-saving competence among younger schoolchildren as the basis for the formation of a responsible attitude towards their own health; in expedient use of innovative pedagogical forms and methods of physical education by teachers [12, 13].

The principle of stimulation of physical activity is determined by faith in the strength and ability of the child, his ability to achieve high results in sports, encouragement of physical self-organization, self-education and self-improvement [14, 15].

The principle of scientific character lies in the understanding by parents of the scientific foundations of physical education [16].

We associate the principle of collegiality with the involvement of various social institutions in the organization of physical education: schools, families, the public, sports schools, sections, clubs, etc. [17, 18, 19].

The principle of cooperation is used to coordinate the educational impacts of the family and the school, the content of educational activities, the choice of optimal traditional and innovative forms, methods and means of its implementation in the context of physical education [20, 21, 22].

The concept of physical education in the "family - school" system is the concept of personality-oriented physical education, which allows you to optimally combine the interests of socially significant activities and a particular person by activating the mechanism of its socio-cultural involvement in the factors of physical education. Starting from the birth of a child, motives, interests and habits for regular physical education and sports are consistently formed in the family. Such priorities are formed due to the interaction of general educational institutions with the family, which really improves the pedagogical culture of parents and the basis of their healthy lifestyle.

The formation of the "family-school" system involves the creation of organizational, pedagogical and other conditions not only for the effective implementation of the tasks of physical education of the younger generation, family support. In recent years, due to difficult socio-economic conditions, the traditional ties between the family and the school have been largely disrupted, so it is necessary to find ways for innovative approaches, reform the content and conditions for interaction between the family and the school.

The influence of the family on the development of children is determined by the action of many factors:

1. Socio-economic, depending on the well-being of the family, the employment of parents at work, the amount of earnings;
2. Technical and hygienic, determined by living conditions, peculiarities of the family lifestyle;
3. Democratic, depending on the composition and structure of the family. It should also be borne in mind that in the new socio-economic conditions, the influence of the family is very difficult to predict, since, like society as a whole, it is undergoing very serious changes.

The modern family is very significantly different from the family of the past not only in another economic function, but also in the new content of emotional and psychological functions, which is manifested in a much greater commitment of parents and children to each other.

Conclusion. Taking into account the above principles will allow parents and teachers of the school to jointly solve the problems and tasks of physical education, creatively embody theoretical knowledge and practical skills in the practice of physical education, produce a motivational need for the production of fundamentally new forms, methods and means of physical education; to develop the ability of teachers and parents to conscious and coordinated regulation of the process of physical education of schoolchildren, to make timely corrections in the educational process based on pedagogical reflection.

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